

# Part I

## Designing the Performance Task



must ASD  
Title I  
Carn 2, 4, 6  
math 6

# ASSESSMENT BLUEPRINT

- I. Identify the PA State Outcome(s) on which the assessment will focus:
- II. What are the essential elements of the outcome(s)?
- III. What performance assessment task(s) will engage students in demonstrating what they understand (know) and can do?

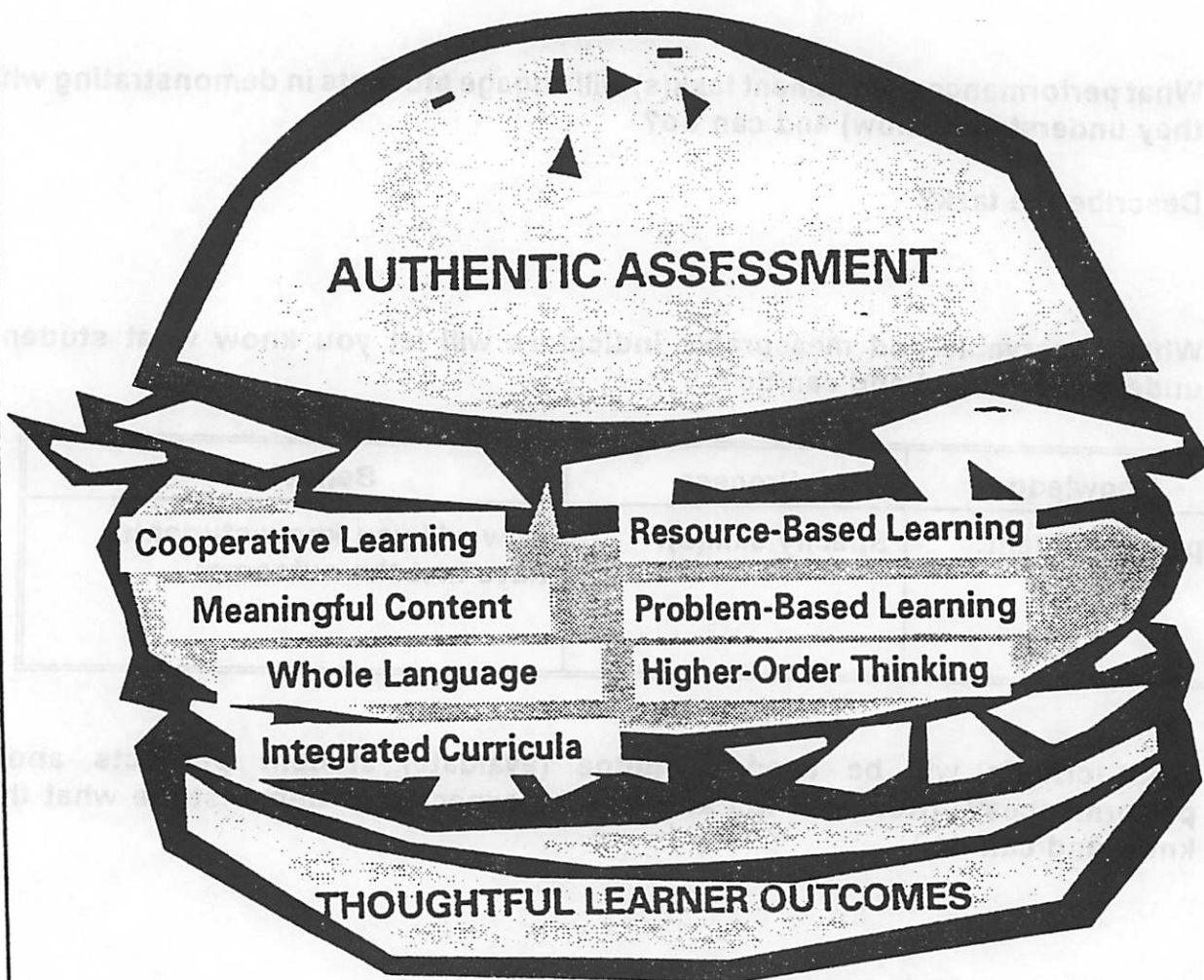
Describe the task?

- IV. What observable and measurable indicators will let you know what students understand (know) and can do?

Knowledge	Process	Behaviors
Specify content:	Specify skill(s):	How will you know students have met the outcome:

- V. What criteria will be used to judge (evaluate) student products and/or performances? (How well will students be expected to demonstrate what they know and can do.)
- VI. How will the criteria transfer into the rubric?
- VII. What is the standard of acceptable performance?

# FOOD FOR THOUGHT



# **STUDENT LEARNING OUTCOMES**

## **Section 5.202**

- (c) School districts shall develop outcomes to be attained by students at transition points from one organization level to another and may develop outcomes to be attained at additional transition points.**

**Transitional outcomes shall be designed to assure that students are making progress toward attainment of the outcomes needed to graduate from high school.**

**The school district assessment plan shall include a description of how the transitional outcomes are measured by the district.**

# **OUTCOME**

**Pa. Student Learning Outcomes**

**End Result of an Entire**

**Educational Process**

## **WHAT ARE OUTCOMES?**

- **Internal changes in learner**
- **Observable changes**
- **Competencies**
- **Goals**
- **Knowledge**
- **Purposes**
- **Orientations**
- **Demonstrations of learning**
- **A culmination**
- **The end result**

**"A perfect test or a perfect task does not exist ... Almost any task can be used, provided that we recognize what information we want to obtain from it."**

**Elizabeth Badger  
Director of Assessment  
Massachusetts Dept. of Education**



**ALLEGHENY INTERMEDIATE UNIT**  
A REGIONAL EDUCATION SERVICE AGENCY



# Examples of Performance Tasks

## WRITTEN WORK:

Newspaper from a time period

Diary of a famous person

Poetry notebook

- Haiku
- limerick
- free verse
- formula poem

Critical paper

Autobiography

Biography of famous person

Letter to parents, editor, TV station

Job description of the perfect job

Diary from a historical period

Original fairy tale

Parody of a famous fairy tale

Parody of author's style (Poe, Hemingway)

Parody of classic literature (*Moby Dick*,  
*Little Women*)

A legal brief of a case

Math problem-solving logs

Resume

Movie review

Original recipes

How-to book

Vacation brochure

## MEDIA:

Videotape of physical fitness program

Critique of videotaped performance

Cassette tape of readings or oral  
performances

Computer printout of personal budget

Video of news program

Video of original commercial

Cassettes, filmstrips, slides, transparencies,  
pictures or videos on cooperative group work,  
oral presentations, debates, student-  
conducted interviews, historical re-  
enactments

## KINESTHETIC:

Pantomime of a historical person

Dance routine

Exercise routine

Aerobic routine

Write and perform a song as a  
mnemonic device

TV commercial

## ARTWORK:

Drawing of a house plan

Collage of historical period

Illustration of a story in sequence

Comic strip

Mural depicting the making of steel

## ORAL WORK:

Student-conducted interview

Role-playing

Skit

Panel discussion

TV talk show

Man-on-the-street interview

Oral history of an event

Debate

Extemporaneous speaking

Telephone interview

News report

## OTHER PROJECTS:

Model building

Costume of characters or countries

Food of a country or time period

Model of building, castle, bridge, etc.

Simulation game

Advertising campaign for a product

Puppet show



## **IS THIS A GOOD TASK? A DIAGNOSTIC GUIDE**

- 1. Is there a connection between the outcome statements and the proposed task?**
- 2. Does the task adequately represent the content and skills you expect students to demonstrate?**
- 3. Is the task developmentally appropriate? Is the task suitable for the organizational level?**
- 4. Does the assessment incorporate authentic, real world situations? Can the students relate it to real life?**
- 5. Have students had sufficient opportunity to learn what's included in the task?**

# **ASSESSMENT INDICATORS**

**Observable behaviors or products that  
will be demonstrated, used, or created  
in the completion of the task.**

**Knowledge:**

**What will students have to know to achieve the outcome?**

**Process:**

**What will students have to do to demonstrate the achievement of the outcome?**

**Behaviors:**

**How will you know what students know and can do?**

# **ASSESSMENT BLUEPRINT**

## **Work Copy**

- I. Identify the PA State Outcome(s) on which the assessment will focus:**
  
  
  
  
  
  
  
  
  
  
- II. What are the essential elements of the outcome(s)?**
  
  
  
  
  
  
  
  
  
  
- III. What performance assessment task(s) will engage students in demonstrating what they understand (know) and can do?**

**Describe the task?**

**IV. What observable and measurable indicators will let you know what students understand (know) and can do?**

Knowledge	Process	Behaviors
Specify content:	Specify skill(s):	How will you know students have met the outcome:

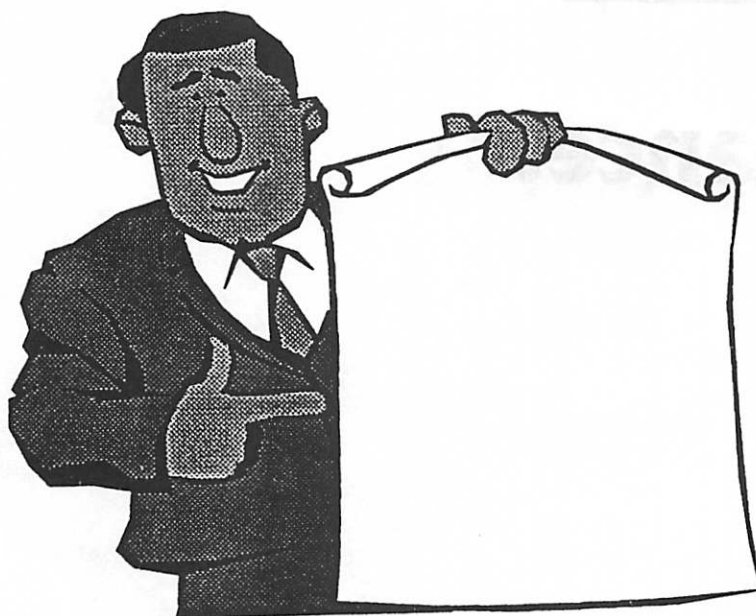
**V. What criteria will be used to judge (evaluate) student products and/or performances? (How well will students be expected to demonstrate what they know and can do.)**

**VI. How will the criteria transfer into the rubric?  
Write the rubric below.**

**VII. What is the standard of acceptable performance?**

# Part II

## Designing the Rubric



# **CRITERIA**

**A t t r i b u t e s   a n d  
characteristics of indicators  
that serve as the basis for  
j u d g i n g   s t u d e n t  
performance.**



# Rubrics & Scoring Criteria: Guidelines & Examples

The Center on Learning, Assessment, and School Structure

## Guidelines for Good Rubric Construction

*What is a rubric?* A rubric is a set of scoring guidelines for evaluating student work. The rubric answers the question: What does mastery (and varying degrees of mastery) at a task look like? The word derives from the Latin word for "red" and was once used to signify the directions for conducting religious services, found in the margins of liturgical books – and written in red.

A typical rubric:

- ☛ contains a scale of possible points to be assigned in scoring work, on a continuum. High numbers usually are assigned to the best performances: scales typically use 4, 5 or 6 as the top score, down to 1 or 0 for the lowest scores in performance assessment
- ☛ provides descriptors for each level of performance
- ☛ is either holistic or analytic. If holistic, a rubric has only one general descriptor for performance as a whole. If analytic, there are multiple rubrics corresponding to each dimension of performance or trait being scored
- ☛ when an analytic-trait one, provides guidelines for assessing the most feasible and apt dimensions of performance to be examined, breaking up performance into major independent sub-scores (e.g. "syntax" and "voice" in writing; "precision of calculations" and "understanding of scientific method" in science)

1. The rubric must enable judges (and performers) to effectively discriminate between performances of different quality.

a. The discrimination must be valid: the dimensions being assessed and the characteristic differences of each level of performance must be salient, not arbitrary.

b. The discrimination must be reliable: the scores yielded either by the same judge at different times or different judges at the same time must be consistent within reasonable limits.

**☞ Rubrics (and tests in general) tend to sacrifice validity for reliability for the purpose of obtaining stable and defensible scores. Beware!!**

2. The descriptors should use language that is maximally descriptive of each level of performance and its most salient and defining characteristics

a. for the rubric to contain rich descriptors of levels of performance, the descriptors must be generalizations derived from actual samples of student work

- We must have a full range of actual performances in hand to properly 'anchor' the rubric. The rubric can only be valid if it is based on an accurate analysis of as many 'piles' of student work as there are points on the scale.

b. Rubrics are most likely to sacrifice validity for reliability when they rely on comparative or evaluative language for the discrimination instead of performance- or behavior-focused descriptors

- overly "comparative" rubrics lean heavily on phrases like "not as thorough as a 3" or "more thorough argument."

**☞ Typically, the student is improperly rewarded or penalized for the quantity of work instead of the quality of the work**

- overly "evaluative" rubrics rely on value language, without providing indicators or descriptions of what such work looks like in performance. Typically, the descriptors distinguish levels through language like "excellent," "good" "fair" and "poor." More subtle versions of the same problem involve using phrases like "exemplary work" or "professional-level quality"

c. Rubrics are meant to yield criterion-referenced, not norm-referenced forms of testing

- in criterion-referenced forms of testing we cannot predict the spread of results (unlike in norm-referenced testing where the standard curve is forced by the design)
- rubrics that lean on comparative and evaluative language tend to lead their authors to unwittingly produce a norm-referenced test since the range of results we are used to tends to influence the sorting process instead of descriptors

3. Since rubrics are meant to be criterion-referenced, the highest point on the scale should describe genuinely excellent performance, as derived from samples of genuine excellence


a. Standards are not the same as expectations: the scoring should alert students to their real levels of performance. It may well happen that no one gets the highest score; it may happen that many students get low scores.

- This does not mean, therefore, that scores automatically translate into letter grades. Letter grades tend to reflect 'norms' instead of standards – namely, our expectations of the student. Just as a young AAU diver who gets a 4 out of ten on a scale of 10 is not an automatic "F" student, classroom scores from rubrics should not be translated mechanically into grades until we can stare with confidence, based on data, what a score means for a given student with a given background.

4. The two most important points on the scale to establish are the top point and the 'cut' point between passing and failing.

a. Until you anchor the top point on the scale with genuinely excellent samples, the test is likely to be norm-referenced – i.e. based on who happens locally to do the best work

b. It is essential to validate the 'cut' score carefully to ensure that all constituencies find the assessment process fair and valid

 **Note: since the test is criterion-referenced, we cannot declare what constitutes a passing score prior to looking at work samples. It does not follow, for example, that a '2' on a 5-point scale is passing merely because of our habit of calling a "D" a passing grade on our 5-point letter grade system – unless the faculty judges actual 2-level work samples to be just passing and 1-level work to be not acceptable.**

5. The number of points on the scale should be big enough to be effective but small enough to be reliable and manageable

a. research suggests that the optimal number is 5-8

6. The descriptions of each point on the scale should represent a smooth continuum as much as possible.

a. The 'gap' between each point on the scale and its descriptor should be the same across all points on the scale. (i.e. descriptors should not go from "excellent" to "good" to "poor": the jump between "good" to "poor" is larger than the jump from "excellent" to "good")

7. Dilemma: generic or task-specific rubric. The more task-specific the rubric, the more valid the result; feasibility demands, however, cause us to use more generic rubrics wherever possible

a. The generic rubric is more likely to yield adequately valid inferences if the 'outcome' or capacity being assessed is consistent, even if the 'content' or subject matter varies

- e.g. we can likely get away with using the same rubric to assess for "problem solving" whether the subject is math or history

b. many rubrics, however, over-rely on language related to skill and do not place enough emphasis on the qualities that distinguish levels of understanding or insight into the subject or topic.

- e.g. the more the rubric describes the kind of evidence and argument that typifies excellence or lack of it, the better.

**☞ The question to keep in mind in all assessment of intellectual performance is: What constitutes apt evidence of real understanding? (as opposed to merely accurate recall, thoughtless use of knowledge, or quantity of information)**

c. the aim is to ensure that students are not given either good or bad scores for the 'wrong' reasons

# Waiter/Waitress Rubric



Criteria	1%	5%	10%	15%	20%

# Quality Words for Rubric Design

CRITERIA	OUTSTANDING	SUCCESSFUL	WORK IN PROGRESS
Vocabulary	precise	appropriate	imprecise, inappropriate
Conclusion	in-depth	complete	incomplete
Supporting statement	detailed	generalized	superficial
Examples	specific	adequate	non specific
Conclusion	accurate	correct	incorrect
Data	purposeful	general	unrelated, random
Sources	varied	few	lacks variety, none
Eye contact	consistently	most of the time	rarely, inconsistently
Reference-style sheet	precisely adheres	consistently adheres	little or no evidence of
Diagrams, charts	clearly communicates	communicates	unclear or fails to communicate
Voice modulation		somewhat varied	monotone or inaudible distracts from presentation
Works with others	varied, enhances presentation effectively and consistently highly respectful effective listener	consistently  shows respect consistently listens	disrespectful fails to listen, does not attempt to listen
Exhibition product	fully developed and detailed	complete	incomplete or unfinished
Evidence	authentic, detailed, varied, well-documented	substantial, well-documented	superficial, undocumented

# Criteria Used To Evaluate Rubrics

(Adapted from "Guidelines for Good Rubric Construction")

- Enables judges to effectively discriminate between performances of different quality.
- Language is maximally descriptive for each level of performance.
- The highest level on the scale represents genuinely excellent performance.
- The number of levels on the scale is big enough to be effective, but small enough to be manageable.
- The description of each point on the scale represent a smooth continuum of performances.
- The language is task-specific rather than generic in nature.



# ASSESSMENT BLUEPRINT

Chartiers Valley School District

## I. Identify the PA State Outcome(s) on which the assessment will focus:

Communications #8  
Science #7  
Ecology/Environment #2, #3

Primary

## II. What are the essential elements of the outcome(s)?

## III. What observable and measurable indicators will let you know what students understand (know) and can do?

Knowledge	Process	Behaviors
<p><b>Specify content:</b></p> <p><u>Science</u> Animals's basic needs Habitat Cause or potential for extinction</p>	<p><b>Specify skill(s):</b></p> <p>Written Skills, Reading Skills, Oral Communications, Problem Solving, Letter Writing</p>	<p><b>How will you know students have met the outcome:</b></p> <p>Oral presentation - Based Rubric Written Paper Visual Aid</p>

## IV. What performance assessment task(s) will engage students in demonstrating what they understand (know) and can do?

### Describe the task?

Students will choose an endangered species.  
Students will determine what the species needs for long term survival are.  
Students will determine what is a social, technological, or environmental reason for the endangerment of this species.

**Rubric\*** Students will organize information and present it in an oral presentation including a visual aid.  
Students will organize information into a written format.  
Students will write persuasive letters to government officials and agencies.

V. What criteria will be used to judge (evaluate) student products and/or performances? (How well will students be expected to demonstrate what they know and can do.)

VI. How will the criteria transfer into the rubric?

*I. Information*

	4	3	2	1
<i>Number of facts</i>	<i>13 or more pertinent</i>	<i>between 9-12 facts pertinent</i>	<i>fewer than 9 facts pertinent</i>	<i>no attempt</i>
<i>Organization of material</i>	<i>well organized, easy for listener to follow</i>	<i>evidence of some organization shows lack of continuity</i>	<i>tried but poorly organized and difficult to understand</i>	<i>no attempt</i>
<i>Visual aid matches topic</i>	<i>appealing - matches topic, organized</i>	<i>evidence of matched to topic - somewhat organized, somewhat appealing, difficult to read</i>	<i>poor construction, lack of organization</i>	<i>no attempt</i>

*II. Effective Delivery*

	4	3	2	1
<i>Voice</i>	<i>Good voice control, audible - clear articulation present</i>	<i>Demonstrates some need for teacher cueing</i>	<i>Not clear, not audible, unprepared</i>	<i>no attempt</i>
<i>Body Movement</i>	<i>Poised presentation (no unnecessary movement)</i>	<i>Some unnecessary movement</i>	<i>Much unnecessary movement</i>	<i>no attempt</i>
<i>Eye Contact</i>	<i>Good eye contact with audible presentation</i>	<i>Some eye contact with auditory</i>	<i>Poor eye contact</i>	<i>no attempt</i>

VII. What is the standard of acceptable performance?

# ASSESSMENT BLUEPRINT

**I. Identify the PA State Outcome(s) on which the assessment will focus:**

*All students evaluate, infer, and draw appropriate conclusions from charts, tables, and graphs, showing the relationships between data and real-world situations.*

**II. What are the essential elements of the outcome(s)?**

**III. What performance assessment task(s) will engage students in demonstrating what they understand (know) and can do?**

**Describe the task?**

- *Use the actual results of the Pa. election for governor and U.S. Senate to determine the accuracy of the Pa. Poll conducted by the Pittsburgh Post-Gazette and WTAE-TV.*
- *Construct a chart, table, or graph of the actual results.*
- *Use the two sets of data to determine the accuracy of the poll.*
- *State the reasons why you think the poll was accurate or not.*

**IV. What observable and measurable indicators will let you know what students understand (know) and can do?**

Knowledge	Process	Behaviors
Specify content:	Specify skill(s):	How will you know students have met the outcome:
<b>Graphs</b>	<b>Ability to read a graph.</b>  <b>Ability to construct a graph.</b>	<b>Draw a conclusion from the graph.</b>  <b>Report the findings.</b>

**V. What criteria will be used to judge (evaluate) student products and/or performances? (How well will students be expected to demonstrate what they know and can do.)**

- a. *use of problem solving strategies*
- b. *organization and display of data*
- c. *accuracy of data*
- d. *logic of conclusions*

**VI. How will the criteria transfer into the rubric?**

**4** *The student demonstrates a thorough understanding of the problem and uses effective problem solving strategies.*

*Data is collected, well organized, and appropriately displayed.*

*Any inaccuracies are minor and do not affect successful problem solution.*

*Conclusion is based on logical analysis of data and supported with sufficient details.*

**3** *The student demonstrates an understanding of the problem and uses appropriate problem solving strategies.*

*Data is collected, organized, and displayed.*

*Any inaccuracies/omissions are minor and have minimal effect on the problem solution.*

*Conclusion is based on analysis of data and supported with some detail.*

**2** *The student demonstrates a partial understanding of the problem and attempts to use a problem solving strategy.*

*Some data is collected, but may be ineffectively organized or displayed.*

*Inaccuracies and/or errors interfere with problem solution.*

*Conclusion is not supported by data and may be too general or incorrect.*

**1** *The student is unable to demonstrate an understanding of the problem, but attempts a response.*

*The attempted response may be confusing, irrelevant, and/or incorrect.*

**0** *No attempt is made to do the task.*

**VII. What is the standard of acceptable performance?**

**3**

## **PA. ACADEMIC STUDENT LEARNING OUTCOMES**

### **Communications**

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.
2. All students read and use a variety of methods to make sense of various kinds of complex texts.
3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
4. All students write for a variety of purposes, including to narrate, inform and persuade, in all subject areas.
5. All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.
6. All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communications.
7. All students listen to and understand complex oral messages and identify their purpose, structure and use.
8. All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.
9. All students converse, at a minimum level of "intermediate low," as defined in the oral proficiency guidelines developed by the American Council on the Teaching of Foreign Languages, in at least one language other than English, including the native language if other than English, under § 5.215(c) (relating to languages).

## **PA. ACADEMIC STUDENT LEARNING OUTCOMES**

### **Mathematics**

1. All students use numbers, number systems and equivalent forms (including numbers, words, objects and graphics) to represent theoretical and practical situations.
2. All students compute, measure and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology such as calculators and computers.
3. All students apply the concepts of patterns, functions and relations to solve theoretical and practical problems.
4. All students formulate and solve problems and communicate the mathematical processes used and the reasons for using them.
5. All students understand and apply basic concepts of (algebra, geometry, probability and statistics) to solve theoretical and practical problems.
6. All students evaluate, infer and draw appropriate conclusions from charts, tables and graphs, showing the relationships between data and real world situations.
7. All students make decisions and predictions based upon the collection, organization, analysis and interpretation of statistical data and the application of probability.